

Section 8 – WLES Program Model

Program Documents

Reading Document Use Writing Numeracy Oral Communication Thinking Working with Others Computer Use Continuous Learning

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NOTE: All images are for review purposes.
Visit the Literacy Victoria website for originals of
documents in PDF format: www.literacyvictoria.ca

WLES Program Documents

All documents used in a WLES Program may be formatted to incorporate numerous elements, provided the document use skills requirements are appropriate to all participants. It is recommended that, wherever possible, the same document is used by all participants.

Host organizations may wish to adapt documents to support the needs of particular participant groups and particular employment sectors. The following images are intended for review purposes. The original resource documents are available in PDF format from the Literacy Vitoria website.

CURRICULUM RESOURCE MATERIALS

- A** 'Qualities for Success' leaflets
Literacy Victoria
- B** 'Snapshot' leaflet
Literacy Victoria
- C** 'Sort and Predict' activity worksheet
**Adapted from: Success for All Learners,
Manitoba Education, 2007**

TRACKING DOCUMENTS

- D** Attendance and feedback checklist
Literacy Victoria
- E** Numeracy skills inventory checklist
Literacy Victoria
- F** Individual Action Plan
Literacy Victoria
- G** Learning Activity Plan
Literacy Victoria



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A 'Qualities for Success' leaflet
Literacy Victoria
 – suggested topics on the theme of Responsibility

As part of the engagement process participants are encouraged to discuss their experiences of various qualities. Minimal writing skills are required. These documents are primarily intended to elicit discussion and set the theme for the learning session.

Quality of the Day—Responsibility

Responsibility is

- Being trustworthy
- Keeping to your agreements
- Being on time
- Standing up for yourself
- Standing up for others
- Standing for what is right
- Following through
- Knowing your limits
- Asking for help if you need it
- Listening carefully
- Following instructions
- Planning ahead
- Doing your best

Responsibility is not

- Taking on more than you can do
- Taking over from other people
- Trying to look important
- Doing a job without training
- Talking for other people
- Refusing support
- Blaming other people

What jobs require responsibility?

When in your life have you needed to show responsibility?

What does responsibility mean to you?

Take your life in your own hands, and what happens? A terrible thing: no one to blame.

– Erica Jong

Qualities for Success

- Commitment
- Courage
- Courtesy
- Enthusiasm
- Flexibility
- Helpfulness
- Honesty
- Patience
- Responsibility
- Reliability
- Respect
- Tact

When you pass the buck, don't ask for change.
– Solomon Short

For information about Literacy Victoria's Workforce Literacy and Essential Skills (WLES) Training Program, contact the facilitator, lit@literacyvictoria.ca, 250-581-3752. We are grateful to the Office of Literacy and Essential Skills (OLES), Human Resources and Skills Development Canada (HRSDC) for funding of this national pilot project. We are grateful to Nancy Walters for her foundational work in the development of this resource.

Why be responsible?

1. Think about these situations:

What is a responsible thing to do?

- After lunch you notice that a co-worker has left their cell phone on the table in the staff canteen.
- At a staff meeting you are asked a question but you don't know the answer.
- You know that someone in your building has just had surgery and you have not seen them for a day or so.

2. Name two people who handle responsibility well. How do they show it?

3. What is one time that you took responsibility for your actions?

4. Next time you see someone who is acting responsibly, tell them you noticed, and tell them you admire them for it!

Why be responsible?

What might happen if you are not? List two reasons (or more!)

- _____
- _____

How does taking your responsibilities seriously help you?

- If you take responsibility for yourself, how does this help others?

Responsibility

Taking responsibility for small life decisions can make a difference. In how people deal with big issues that can cause stress.

Can you really relax properly if you have things at the back of your mind you feel you need to deal with? So what is the opposite of responsibility?

Is it freedom from work: being at ease; rest without worries? People who deal with their responsibilities have true leisure time. You can too!

If you want to sit yourself up, lift up someone else.

– Robert T. Henning

Affirmation:
 I am responsible. I keep my promises and people know that I tell the truth. If I need help, I ask for it; if I make mistakes I own them. I don't.

My will shall shape the future. Whether I fail or succeed shall be no man's doing but my own. My choice; my responsibility; win or lose, only I hold the key to my destiny.

– Elaine Maxwell



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A 'Qualities for Success' leaflet
Literacy Victoria
 – suggested topics on the theme of Courage

Quality of the Day—Courage

Courage is

- Facing your fears and problems
- Standing up for yourself
- Standing up for others
- Standing for what is right
- Admitting mistakes
- Trying new things
- Trying new ways of doing things
- Taking intelligent risks
- Being brave

Courage is not

- False bravado
- Taking unnecessary risks
- Foolhardy or reckless behavior
- Power trips
- Bullying
- Taking on tasks you are not sure of or not trained to do

When in your life have you needed the most courage?

What helps you when you are nervous or afraid?

What does courage mean to you?

What jobs require courage?

Qualities for Success

- Commitment
- Courage
- Courtesy
- Enthusiasm
- Flexibility
- Helpfulness
- Honesty
- Patience
- Responsibility
- Reliability
- Respect
- Tact

Life shrinks or expands in proportion to one's courage.
 - Anaïs Nin

I've been absolutely terrified every moment of my life and I've never let it keep me from doing a single thing I wanted to do.
 Georgia O'Keefe

For information about Literacy Victoria's Workforce Literacy and Essential Skills (WLES) Training Program, contact the facilitator: litv@lvc.vic.gov.au, 359 361-5775. We are grateful to the Office of Literacy and Essential Skills (OLES), Human Resources and Skills Development Canada (HRSDC) for funding of this national pilot project. We are grateful to Nancy Walters for her foundational work in the development of this resource.

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Workforce Literacy and Essential Skills
Qualities for Success Pilot 2, 2011

What would courage look like if . . . ?

1. Think about these situations:
What is a courageous thing to do?

- A co-worker starts talking about someone behind their back.
- At a staff meeting you are asked a question, but you are afraid to talk in a group.
- You realize that you have hurt someone's feelings.

2. Read stories about courage at:
www.myhero.com

3. Name two people who had great courage. How did they show it?

4. What is one time that you showed courage?

5. The next time you see someone showing courage, tell them "That took courage!"

Why be courageous?

Affirmation:
 I am courageous. I ask questions and try new things. I stand up for myself and for what is right. I learn from my mistakes. I don't give up.

How does having courage help you?

How do your acts of courage help others?

Think of things that may happen if you are not prepared to be courageous.

Encouragement

The word courage comes from a Latin word that means "heart". So to have courage is to take heart, to be brave. To encourage someone else is to help them follow their heart.

Everyone has fears. A little bit of fear is good because it helps gets us moving. But too much fear can stop us in our tracks.

We need our friends to remind us of our good qualities, and give us the courage to keep going.

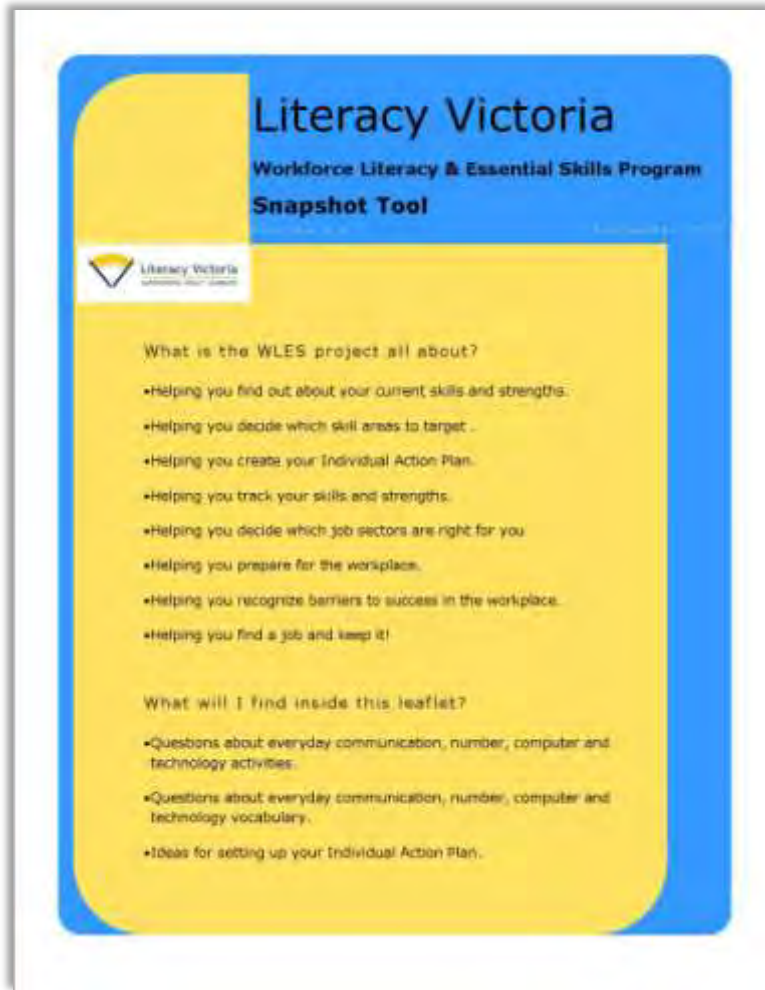
Everyone has problems in life that call for courage. And we all make mistakes as we live and learn. It's part of being human.

Sometimes you have to go out on a limb to get the fruit!



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B 'Snapshot' leaflet
Literacy Victoria
– front page



As part of the engagement process participants are encouraged to evaluate their own skills. The purpose of the Snapshot leaflet is to allow participants time to reflect upon their understanding of their own use of Essential Skills in their everyday lives. To promote confidence in document use skills, a format that requires minimal writing is suggested.


The Literacy Victoria document includes opportunities for self-assessment of everyday skills and vocabulary knowledge.

Participants are asked to:

- respond 'TRUE' or 'FALSE' to questions about everyday use of skills
- write the number of 'TRUE' responses (Snapshot G)
- circle or highlight vocabulary (Snapshot O, W, N, T)
- circle or highlight skill target areas (Snapshot G, I)



B ‘Snapshot’ leaflet
Literacy Victoria
 – Snapshot G (GENERAL)
 (general skills self-assessment)



Snapshot G (General) - How many of these are 'TRUE'?

These questions are about how you use speaking and listening skills in your everyday life.

- 1- I don't mind talking to a group of people about something I know about, for example, how to care for a pet.
- 2- I don't mind asking for help in a new situation, for example, asking a stranger for directions in the street.
- 3- I can take notes when someone tells me information over the phone, for example, note the date and time of a medical appointment.

I said 'TRUE' _____ times

These questions are about how you use reading and writing skills in your everyday life.

- 1- I can use a street map to find my way around a new town or city.
- 2- I can follow written plans and instructions, for example, put together self-assembly furniture.
- 3- I usually complete forms asking for my personal information without any help, for example, name, postcode, date of birth, and telephone number.
- 4- I read a newspaper or a magazine at least once a week.
- 5- I write my own letters, for example, to my landlord.

I said 'TRUE' _____ times

These questions are about how you use number skills in your everyday life.

- 1- I can give exact change at a store checkout if they ask.
- 2- I can work out the sale price of something if it is marked '20% OFF'.
- 3- I know how to measure and work out the area of a floor or wall, for example, to buy paint.
- 4- I can follow time-tables, for example, to schedule a journey by bus to get somewhere on time.
- 5- I know how to estimate, for example, I can work out how much six grocery items will cost to the nearest dollar.
- 6- I can multiply two digit numbers, for example, $35 \times 4 = \dots$
- 7- I understand information in different formats, for example, I can read numbers from a table or chart in a newspaper.
- 8- I understand proportions, for example, I can work out ingredients for 2 people if a recipe shows amounts for 4 people.

I said 'TRUE' _____ times



These questions are about how you use computers and technology in your everyday life.

- 1- I can use a photocopier.
- 2- I know how set up a filter coffee machine.
- 3- I can drive a car or truck.
- 4- I know how to fix things in my home, for example, if I need to replace a light bulb or a fuse.
- 5- I can use a computer keyboard and mouse without help.
- 6- I get services using a personal identity card, for example, using a library card, or bus pass.
- 7- I use ATM machines to get cash and check my account balance.
- 8- I can find information by doing an internet search, for example, I could find out when a local community leisure centre is running a class.
- 9- I know how to make calls, send texts and check voice messages on a cell-phone.
- 10- I have an e-mail address and send messages.

I said 'TRUE' _____ times

What did you find out?

Did you get very different results in the different skill areas?

YES NO

Which skill area can you begin working on right away without too much help?

SPEAKING / LISTENING	NUMBERS
READING / WRITING	COMPUTERS / TECHNOLOGY

Which skill area will you need more help to get working on?

SPEAKING / LISTENING	NUMBERS
READING / WRITING	COMPUTERS / TECHNOLOGY



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B 'Snapshot' leaflet

– Snapshot O (ORAL COMMUNICATION)

(speaking and listening vocabulary)

– Snapshot W (WRITTEN COMMUNICATION)

(reading and writing vocabulary)

– Snapshot N (NUMERACY)

(numeracy vocabulary)



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B ‘Snapshot’ leaflet

- Snapshot T (TECHNOLOGY / COMPUTERS)
(technology vocabulary)
- Snapshot I (INDIVIDUAL SUMMARY)
(preparation for Individual Action Plan)



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C 'Sort and Predict' activity worksheet

Adapted from: Success for All Learners, Manitoba Education, 2007

– suggested vocabulary building activity for various Module themes

Workforce Literacy and Essential Skills

SORT AND PREDICT*

DIRECTIONS

Read the list of words on the left.
Sort them into four categories by writing them in the four boxes. Give each category a name.
You can choose categories that you think are unusual, or try to think of categories that others
will not.
There is no "right" answer. But be prepared to explain your ideas to others.
If there are words you are not sure of, predict which box you think they will go in.
(You can use one word in more than one category if you wish.)

<ul style="list-style-type: none"> decide impartial decide confortable personality organized included excluded meaningful independent impressive limitation opinion appropriately 	1	2
	3	4

WCE 2 Vocabulary Discussion - Sort and predict activity

Adapted from:
Success for All Learners, A Handbook on Differentiating Instruction, Manitoba Education, 2007

As part of the integrated approach to developing communication skills, participants engage in group vocabulary building activities on a regular basis. In this activity, participants sort items into four categories, or predict where an item should go if it is unfamiliar. This is a group activity with minimal writing required. All learners should be engaged in discussions. A nominated individual may record the group response or participants may record their own findings.



D Attendance and feedback checklist
Literacy Victoria

As part of the engagement process participants are encouraged to track their own attendance. Facilitators explain the purpose of feedback and how to complete the document in the Module 1 activity: Introduction to Plan and Review. To promote document use skills, a table format is suggested.

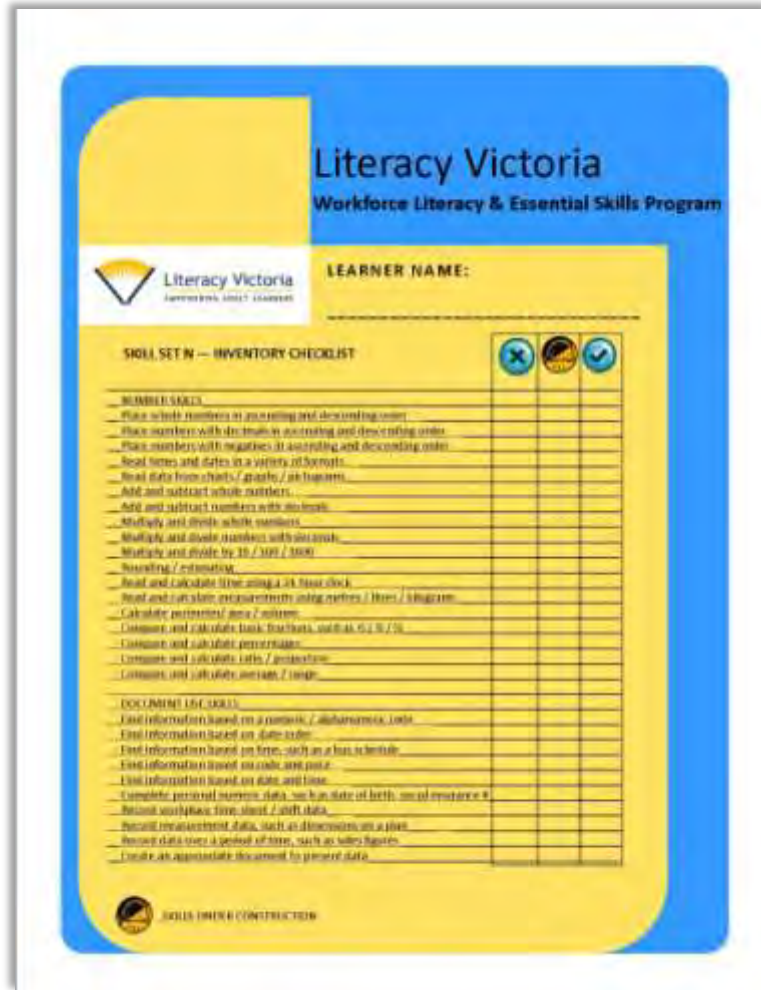
The Literacy Victoria document includes an attendance check and a limited range of feedback, allowing participants to communicate their reactions to learning activities. Participants may communicate whether they found the learning session: scary/confusing/boring/beneficial or a combination of these reactions.

- The participants are asked to:
- place a check-mark next to each session attended
 - write the session date (optional)
 - place a check-mark under the feedback icons appropriate to each session.



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E Numeracy skills inventory checklist
Literacy Victoria



As part of the engagement process participants are encouraged to track their own progress on target skills. To promote document use skills, a table format is suggested.

The Literacy Victoria document includes a ‘Needs work’/ ‘Skills Under Construction’/ ‘Work complete’ check against a limited range of skills items that are explored through learning activities in Modules 4, 5 and 6, allowing participants to prioritize skills for future learning activities.

Participants are asked to:

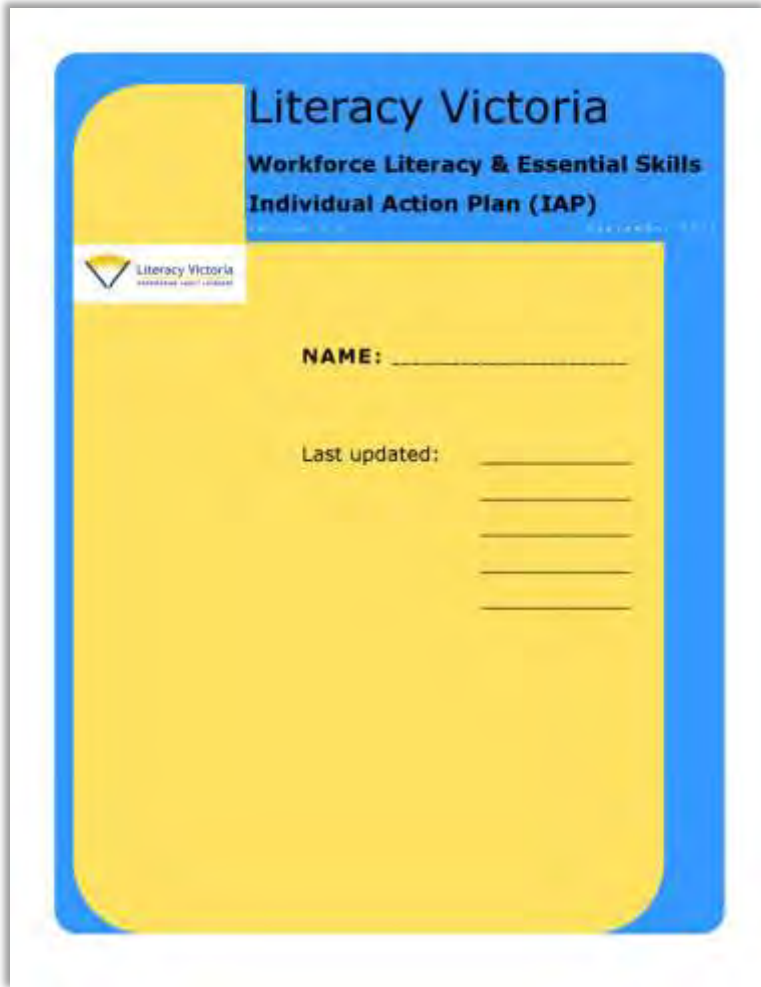
- place a check-mark under the appropriate icon for each skill area explored.

Skills that could benefit from further practise may or may not be priority items depending upon the individual participant’s employment goals. If a skills item is transferred to the participant’s Individual Learning Plan, the ‘Skills Under Construction’ column is checked. The document serves as both a personal inventory and a visual reminder of learning targets; seen on a regular basis, it promotes a sense of control regarding the number of tasks to be accomplished.

Participants may also keep a more detailed record of skills gaps to be addressed through the use of personal notebooks. Completion of the skills inventory checklists is a minimum requirement.



F Individual Action Plan
Literacy Victoria
– front page



As part of the engagement process participants are encouraged to create their own Individual Action Plan (IAP). The purpose of the IAP is to allow participants to reflect upon their own learning pathway, prioritize learning targets and set out the steps needed to achieve them. Participants working with Essential Skills at Level 1 will require one-to-one support and may not possess the writing skills to complete the document. To promote confidence in document use and planning skills, a simple format that permits repeated use is suggested.

The Literacy Victoria document includes planning for learning, employment and personal goals. Learners and tutors use the Action Plan together.

Learners and tutors are asked to:

- state learning, employment and personal goals
- state the resources required to achieve these goals
- reflect on barriers to achievement and additional sources of support.



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F Individual Action Plan

Literacy Victoria

-Learning goals, Employment Goals, Personal Goals

Workforce Literacy and Essential Skills



Learning goals:

My learning goals for the next three weeks are:

What are the resources I will need to help me? Where can I find these resources?

Materials: _____

People: _____

Time: _____

Space: _____

Are there any problems I can foresee? What can I do if I need extra help?

How will I decide if I have completed my learning goals?

Date of IAP _____ **Date of next IAP review** _____

Signatures:

Learner _____ LV representative or tutor _____

Workforce Literacy and Essential Skills



Employment goals:

What are my next steps on the road to employment? What do I want to do?

What information do I need? Where can I find this information?

Personal goals and priorities:

Are there any changes I want to make in my life? What do I want to do?

What information do I need? Where can I find this information?

What are some other issues I may want to think about for the future?

Accommodation Transport Health Family
 Finances Legal Friends Attendance
 Behaviour Other _____



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G Learning Activity Plan Literacy Victoria

The form is titled "LEARNING ACTIVITY PLAN" and includes the following sections:

- Header:** Literacy Victoria logo and "Workforce Literacy and Essential Skills".
- Title:** A field for the activity title.
- Category/Time Assigned:** A field for the category and time assigned.
- Actual Time Used:** A field for the actual time used.
- Learning Objectives:** A section for defining learning objectives, including "I identify (title)", "I identify (date)", "I identify (time)", "I identify (location)", and "I identify (purpose)".
- Purpose:** A field for the purpose of the activity.
- Activity:** A field for the activity description.
- Expected Outcome:** A field for the expected outcome, including "I expect to learn", "I expect to improve", "I expect to understand", "my skill level", "my knowledge", and "my behaviour".
- Personalization:** A field for personalization, including "I expect to learn", "I expect to improve", "I expect to understand", "my skill level", "my knowledge", and "my behaviour".
- Essential Skills:** A section for identifying essential skills, including "Reading Document Use Writing", "Numeracy Oral Communication Thinking", and "Working with Others Computer Use Continuous Learning".
- Notes:** A section for additional notes.
- Signature:** A field for the signature of the participant.
- Date:** A field for the date.

As part of the engagement process participants are encouraged to plan activities to meet personal, learning and employment goals.

The Literacy Victoria document includes items for the planned time, and purpose for the activity. Learners and tutors use the Activity Plan together.

- Learners and tutors are asked to:
- state the activity to be completed
 - check which Essential Skills are targeted by the activity
 - state how this fits with a learning goal (using the SMARTER guidelines)
 - reflect on outcomes from the activity.

